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Television Program Production Technology NVQ Level - 5 & 6

Course Details

UNIVOTEC

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NVQ

NATIONAL VOCATIONAL QUALIFICATIONS FRAMEWORK OF SRI LANKA

National Diploma in Television Program Production Technology

University College
University of Vocational Technology.
Ratmalana
Sir Lanka

INTRODUCTION

This document outlines the key policy and operational features of the National Vocational Qualifications Systems in Sri Lanka (NVQSL).. The NVQSL provides the opportunity for sustainable, strategic solutions for national training needs as well as for the employment mismatch for both the formal and the non-formal sectors. The NVQSL will easily be able to achieve national and international recognition for qualifications, knowledge, skills and attitudes of Sri Lankans in an increasingly globalised and competitive world. This will enhance the mobility of Sri Lankan workers nationally & internationally. The internationally benchmarked policies and processes adopted by the Tertiary and Vocational Education Commission (TVEC) shall enhance credibility to credentials awarded in Sri Lanka.

The Government of Sri Lanka is committed to ensure human resources development in keeping with the national and international labour market demand and recognise the importance of acquisition of competencies. The National Vocational Qualifications systems that is based on the certification of competencies was developed to be implemented in the Sri Lankan Technical and Vocational Education and Training sector with the assistance of Asian Development Bank funded Skills Development Project (SDP) and the Technical Education Development Project (TEDP).

The expectations sought from the establishment of a National Vocational Qualifications Framework relates to increasing the relevance and quality of Technical and Vocational Education and Training (TVET) Specifically there shall be:

- Unified qualification framework which is recognized nationally and understood internationally
- Development of progressive qualifications for career advancement
- Greater alignment to national goals.

- Strengthened linkages with industry, commerce and other external stakeholders.
- Increased responsiveness to industry competency needs.
- Convenient & flexible access for potential trainees.
- More proactive education and training strategies.
- Improved international linkages and recognition.
- Collaboration and rationalisation among the training agencies.
- Enhanced quality, relevance, performance, effectiveness, efficiency and transparency.
- An education and training culture of responsiveness and excellence.

Developing the NVQSL shall ensure that all current and newly emerging technical and vocational education and training (TVET) activities are well coordinated. Competency-Based Training (CBT) curricula and appropriate teaching, learning and assessment materials shall be available in the framework, together with requirements for registration and accreditation for training providers and courses respectively.

TVEC is the authority for the implementation of NVQSL and the active participation of all the training agencies NAITA, DTET, VTA, NYSC, UNIVOTEC and other public, private and NGO sector training institutions are vital for the effective implementation of the National Vocational Qualifications of Sri Lanka.

This system shall be extended and be linked with secondary and higher education to provide pathways for continuing worker education and lifelong learning. Technical and vocational education and training may take place as "institutional training" (off the job training) as well as "industrial training" (on the job training).

OVERVIEW OF THE QUALIFICATIONS SYSTEM

The National Vocational Qualifications Framework makes provision for a nationally consistent, technical and vocational education and training in Sri Lanka relevant to economic and social development and is of an international standard. The National Vocational Qualifications of Sri Lanka are based on national competency standards identified by the industry stakeholders. The competency standards include relevant technical and employability competencies. The system awards qualifications at seven levels as given in Table1.

7 Levels of NVQ Framework

Qualifications Level No.	Qualification	Generalized Description
Level 1	National Certificate	
Level 2 Level 3 Level 4	National Certificate	Levels 2, 3,and 4 recognize increasing levels of competencies. Level 4 qualification provides for full craftsmanship/ workmanship.
Level 5 Level 6	National Diploma	Levels 5 and 6 recognize the increasing levels of competencies of technicians including supervision and process management.
Level 7	Bachelor's Degree	Level 7 recognizes the vocational/technological competencies at Bachelor's Degree level

Level descriptors for the national vocational qualifications framework

Level	Process	Learning demand	Responsibility
1	Carry out processes that: - are limited in range - are repetitive and familiar - are employed within closely defined contexts - are single processes	Employing : - recall - a narrow range of knowledge and cognitive kills - no development of new ideas	Applied : - in directed activity - under close supervision - with no responsibility for the work or learning of others
2	Carry out processes that: - are moderate in range - are established and familiar - offer a clear choice of routine responses - involve some prioritizing of tasks from known solutions	Employing : - basic operational knowledge and skill - readily available information - known solutions to familiar problems - little generation of new ideas	Applied : - in direct activity - under general supervision and quality control - with some responsibility for quantity and quality - with possible responsibility for guiding others

	- require a range of well developed skills - offer a significant choice of procedures requiring prioritization - are employed within a range of familiar contexts	- some relevant theoretical knowledge - interpretation of available information - discretion and judgment - a range of known responses to familiar problems	- in directed activity with some autonomy - under general supervision and quality checking - with significant responsibility for the quantity and quality of output - with possible responsibility for the output of others.
4	Carry out process that: - require a wide range of technical or scholastic skills - offer a considerable	Employing : - a broad knowledge base incorporating some theoretical concepts	Applied : - in self – directed activity - under broad guidance and evaluation
5	Carry out processes that: - require a wide range of specialised technical or scholastic skills - involve a wide choice of standards and non – standards procedures - are employed in a variety of routine and non routine contexts	Employing : - a broad knowledge base with substantial depth in some areas - analytical interpretation of a wide range of data - the determination of appropriate methods and procedures in response to a range of concrete problems with some theoretical elements	Applied : - in self – directed and sometimes directive activity - with broad general guidelines or functions - with full responsibility for the nature, quantity and quality of outcomes - with possible responsibility for the achievement of group outcome
6	Carry out processes that: - require a command of wide-ranging highly specialised technical or scholastic skills - involve a wide choice of standards and non standards procedures, often in non standards combinations - are employed in highly variable routine and non routine contexts	Employing : - specialised knowledge with depth in more than one area - the analysis, reformatting and evaluation of a wide range of information - the formulation of appropriate responses to resolve both concrete and abstract problems	Applied : - in managing processes - within broad parameters for defined activities - with complete accountability for determining and achieving personal and / or group outcomes
7	Carry out processes that: - require a command of highly specialised technical or scholastic and basic research skills across a major discipline - involve the full range of procedures in a major discipline - are applied in complex, variable and specialised contexts	Employing : - knowledge of a major discipline with areas of specialisation in depth - the analysis, transformation and evaluation of abstract data and concepts - the creation of appropriate responses to resole given or contextual abstract problems	Applied : - in planning, resourcing and managing processes - within broad parameters and functions - with complete accountability for determining, achieving and evaluating personal and/ or group outcomes

The NVQSL is developed to assist trainees to join and leave the system at different stages with qualifications at different levels. The qualifications at different levels have been identified to suit employment requirements of the industry. Vertical mobility upwards through the system is straightforward as seamless progression is facilitated. Lateral entry into the system is possible at certain levels for those who have work experience in an appropriate field and assessed to have Recognized Prior Learning (RPL). Gaining NVQ qualifications through RPL is described elsewhere in this manual.

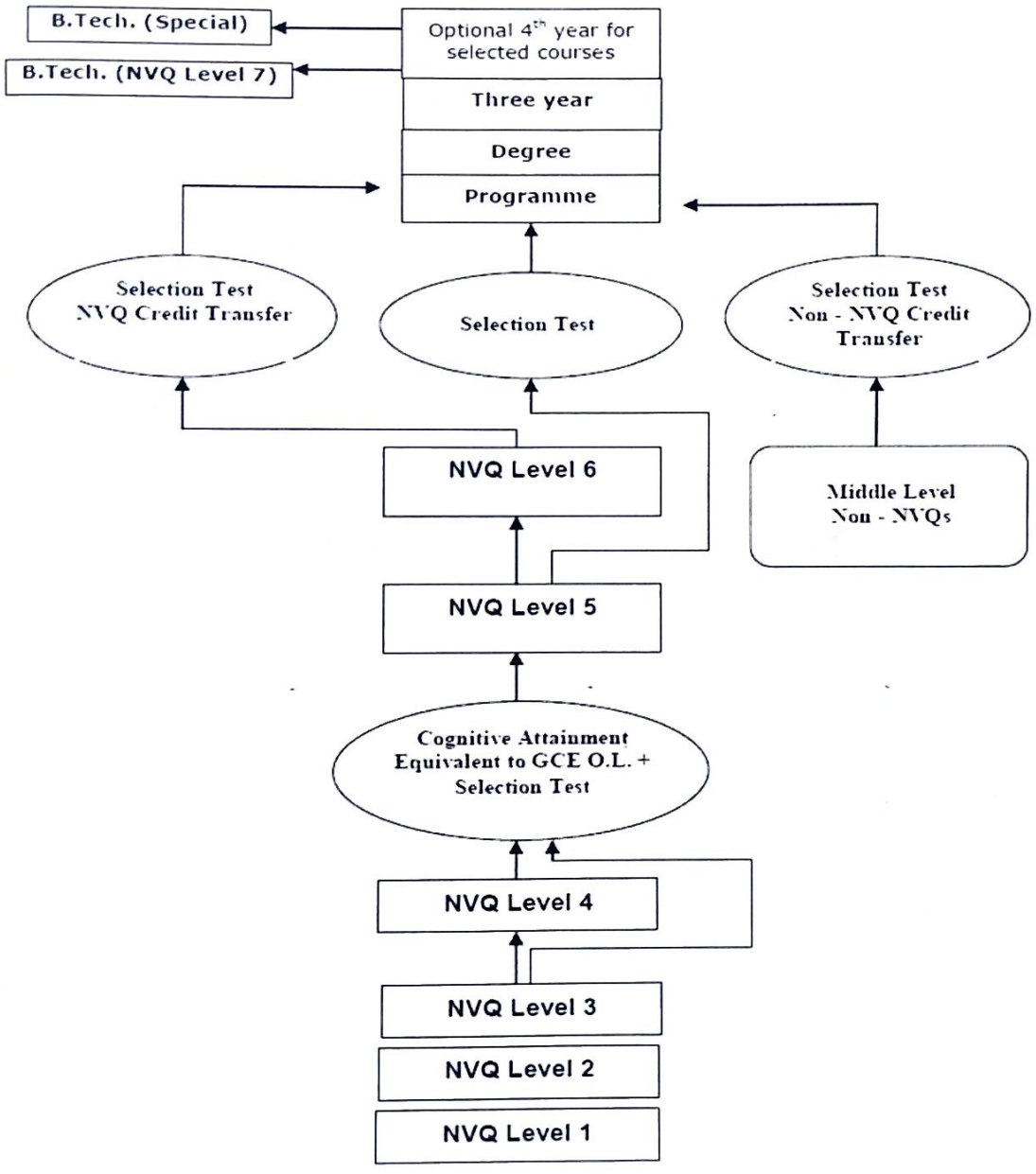

Figure 2: NVQ Framework of Sri Lanka

Qualifications at levels 1 – 4 allows for a trainee to upgrade competencies starting from unskilled stage to reach full or master craftsperson stage through the acquisition of competencies specified at each level. These competencies are incorporated into the units of competencies which are packaged appropriately to form the National Competency Standards of a particular occupation. The trainee maintains a Record of Achievement of the units of competency that he/she has successfully completed and once all the units comprising a particular level has been successfully completed he/she is eligible to receive the National Certificate in the relevant occupation at the applicable level. Thus a trainee is able to upgrade his/her qualification level in a particular occupation through gradual acquisition of competencies as per the National Competency Standards.

(b) NVQ Levels 5 and 6

NVQ level 5 and 6 diploma programs allow a student to leave the system at the end of Level 5 with a National Diploma of NVQ level 5 or proceed and leave the system at the end of Level 6 with a National Diploma of NVQ level 6. However some diploma programmes may not have an exit at NVQ level 5. This is possible where the industry has identified that there is no employment category for a person with competencies achieved up to level 5 only in that technology area.

The programmes are developed so that persons with NVQ level 5 or 6 qualifications will have supervisory and/or process management competencies. These involve an increased percentage of knowledge component compared to competencies at lower levels. It is therefore necessary to ensure those entering NVQ level 5 programmes already have the necessary hands on skills to embark on a level 5 programme. The entry qualification to the Level 5 Diploma program is therefore fixed at NVQ Level 3 or Level 4 in a relevant occupation. The list of relevant occupations for each level 5 diploma will be notified when applications are called for these programmes.

There is also a path of lateral entry for students with non NVQ qualifications mapped by the TVEC and assessed for their practical experience as well as for those who have work experience in an appropriate field and assessed to have Recognized Prior Learning (RPL) equivalent to NVQ level 3 or 4.

Candidates selected for entry to a NVQ level 5 programme may possess different skill and knowledge backgrounds. Even those coming through the NVQ system itself will have qualifications from different occupations. In order to ensure that all those selected to undergo a level 5 programme have the minimum skills and knowledge needed at entry, they will initially go through a Bridging program. This is carried out for the selected candidates after a selection test and an academic counselling session. The bridging program provides the necessary knowledge and competence to the students selected to Level 5. If there is a skill gap in a particular student that will be identified at the academic counselling session and the student is directed for necessary "Gap-Filling" programs. The "Foundation Studies" program is intended to provide the necessary mathematics, science and English knowledge and computer literacy needed to embark on a level 5 programme. Some students may get full or part exemption from Gap-filling. However, it is recommended that all students follow the Foundation Studies program. There are four subjects under Foundation Studies with each subject having several Modules:-

- Communication Skills in English
- Mathematics for Technology
- Science for Technology
- Computer Literacy

NVQ level 5 and 6 competency standards comprise of units of competency and each unit of competency is assigned a credit value. A trainee will be eligible to receive the NVQ level 5 qualification once he/she earns the required number of credits specified in the relevant competency standard. A level 5 qualification allows direct entry to the NVQ level 6 training programme in the same technology area with the credits earned towards the NVQ level 5 qualification counted towards the NVQ level 6 qualification.

(c) NVQ Level 7

NVQ level 7 programs conducted by the **University of Vocational Technology** allow students to acquire **B.Tech**. or **B.Ed. Tech**. degree qualifications. Pathways, from the National Diplomas, will be available to students who have achieved the relevant NVQ qualifications at levels 5 or level 6 to proceed to degree programs. Those with NVQ level 6 qualifications are eligible to receive appropriate credit transfer towards the degree program, to be qualified in **B.Tech**. or **B.Ed. Tech**. degree qualifications in Sri Lanka.

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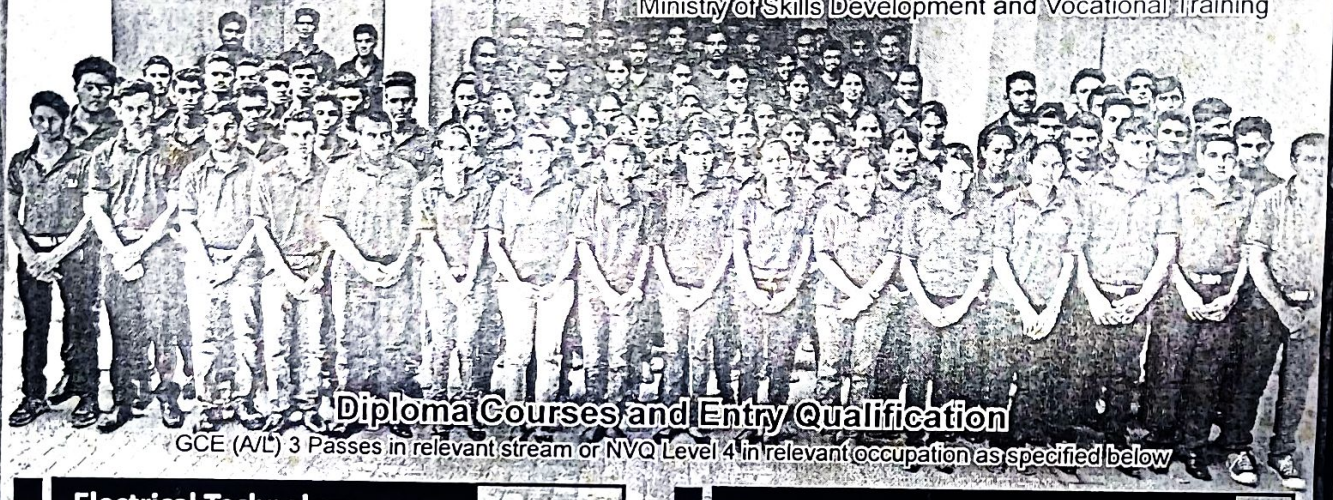
NVQ Level 05 Diploma and Level 06 Higher Diploma in Technology

University College Ratmalana

University of Vocational Technology

Ministry of Skills Development and Vocational Training



Diploma Courses and Entry Qualification

GCE (A/L) 3 Passes in relevant stream or NVQ Level 4 in relevant occupation as specified below

Electrical Technology

GCE (A/L) Science (Maths), Engineering Technology of Art with Credit Pass for Hard Technology
OR Relevant NVQ Level 04 Certificate

Telecommunication Technology

GCE (A/L) Science (Maths), Engineering Technology of Art with Credit Pass for Hard Technology OR
Relevant NVQ Level 04 Certificate

Food Technology

GCE (A/L) Science (Bio) or Bio Science Technology or Agriculture, Art with Credit Pass for Soft Technology (Food Technology, Agro Technology) OR
Relevant NVQ Level 04 Certificate

Event Management

GCE (A/L) Science, Art, Commerce or Technology OR
Relevant NVQ Level 04 Certificate

Travel & Tour Management

GCE (A/L) Science, Art, Commerce or Technology
OR Relevant NVQ Level 04 Certificate

Maritime and Logistic Management

GCE (A/L) Science, Maths, Art, Commerce or Technology
OR Relevant NVQ Level 04 Certificate

Fashion Design Technology

GCE (A/L) Science, Art, Commerce or Technology
OR Relevant NVQ Level 04 Certificate

Television Programme Production Technology

GCE (A/L) Science, Art, Commerce or Technology
OR Relevant NVQ Level 04 Certificate

Television Post Production Technology

GCE (A/L) Science, Art, Commerce or Technology
OR Relevant NVQ Level 04 Certificate

Cosmetology (Beauty Culture)

GCE (A/L) Science, Art, Commerce or Technology
OR Relevant NVQ Level 04 Certificate

Course Duration : Foundation : 06 Months | **NVQ 05 :** 1 Year | **On the Job Training:** 06 months | **NVQ 06 :** 1 Year

[redacted] Payment could be made in 06 equal installments Free

Specimen of Application and more details could be downloaded from **www.univotec.ac.lk**

Chief Executive Officer
University College of Ratmalana
No. 01A, Station Road, Ratmalana
011 2626297 / 2626298